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| **Integrated Lesson Plan Template** | | | | |
| Teacher Name: | | Cady Mack Gaddis | Title of Lesson Plan: | “Dancing Shapes” |
| Grade Level: | | Kindergarten | Subject Area(s): | Math and Dance |
| Time Frame to complete lesson: | | 20-25 minutes |
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| **Summary:** | While playing a game using pre-written cards, the students will be working on recognizing shapes and describing shapes with attribute words (number, color, size). They will also be improvising movement based on their own interpretation of how certain shapes look (triangle has a point, circle is round). They will create the shapes with their own body. | | | |
| **Standards:** | Math  Competency Goal 2: The learner will explore concepts of measurement.  Objective 2.01 Compare attributes of two objects using appropriate vocabulary (color, weight, height, width, length, texture).  Dance  Competency Goal 2: The learner will understand choreographic principles, processes, and structures.  Objective 2.04 Improvise movement based on own ideas and ideas from other sources.  Objective 2.05 Move alone and with others. | | | |
| **Objectives:** | Students will improvise a shape movement with their body. (dance)  Students will identify the number of shapes, the name of the shape, and the color of the shape on their card. (using attributes- math) | | | |
| **Assessments:** | I will have a checklist for each student during the game. The checklist will have four boxes: color of shape, shapes name, identifying how many shapes there are, and making a shape movement. There student will get a check in each box if they identify/do each of these things during the game. The student will also get a check if he/she is paying attention during the game. | | | |

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| **Pre-Requisite Knowledge:** | Recognition of a triangle, square, rectangle, circle, rhombus, and trapezoid. |
| **Tools and Resources** | | |
| **Internet URL’s:** | None |

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| **Supplies:** | Game Cards with shapes  Whiteboard  Markers |
| **Research Materials & Books:** | None |
| **Procedures** | |
| I will introduce my lesson by telling the students that they are going to be working on recognizing shapes and saying attribute words. They will also be using movement to create the shapes with their bodies.  I will then tell the students that we are going to quickly review our shapes. I will name a shape (circle, triangle, square, rectangle, trapezoid, rhombus) and have a student come to the whiteboard to draw that shape. I will then ask the class to use their attribute words to describe the shape that was made (color, size, number). For example, It is one blue, small triangle. Then as a class we will demonstrate a movement to make that shape with our bodies.  Next, I will tell the students that we are going to play a game that involves shapes and using attribute words. The game is called “Dancing Shapes.” On your card you will see two things. A question and an answer. This side says “Who has…” and then has a shape. You would read this by saying “Who has one yellow triangle.” Someone else will have the card that says, “I have one yellow circle.” Then that person will flip their card over and read the question that they have and another person will have the answer.  -Are there any questions? Would you like for me to show you another card?  Now here is the fun part. Whichever shapes you have on your card are the shapes that you are going to create with your body. If you have a circle, then you are going to create a circle shape. For example, on this card I would say, “Who has one yellow triangle” (make triangle movement) and form a triangle. On the back when it’s my turn to answer a question, I would say “I have two brown circles” (make circle movement) and form a circle.  -Are there any questions? Ready to play?!  Then I would have the students form a circle. I would pass out the cards with the help of another student. Every child will have one card. If there are leftovers then I will take them and participate in the game too. I will remind them that it is very important to have your listening ears on through the whole game so you will know when it is your turn to answer a question. You need to listen to the attribute words and listen to the number that your friends say. If they ask, “Who has two brown circles” and you have two circles but they aren’t brown then will it be your turn? No, that’s right. So listen closely!  We will play the game all the way through. If the students need help identifying a shape or improvising a shape movement they I will assist with the help of the class.  Closure:  Name one shape from the game and show me the movement that you did for that shape.  How did we describe the shapes in the game? (identified the amount and the color) | |
| **Modification for Differentiated Instruction** | | |
| **Special Education:** | None | |
| **ESL:** | Assistance will be provided in identifying shape, number of shapes, and color of shape if necessary. |

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| **Gifted:** | The students may come up with other shapes that they could create with their bodies.  In the game the student could use more attribute words to describe the given shapes. |
| **Other/Comments:** | None |

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